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Arts & Technologies Leadership Meeting Minutes, 06.13.2018

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A&T Cluster Leadership Meeting 06/13/18

Attended: Scott Coykendall, Amanda Whitworth, Nicholas Sevigney, Matt Kizer, Paul Mzrocka, Trish Lindberg, Karolyn Kinane, Maria Saunders, Sarah Parrish, Debra Stalnaker, Karen Schaffner, Nikki Nunes

Amanda opened the meeting by stating that all of the meetings will be recorded. Goal is transparency and inclusion by providing recorded sessions, ability to zoom into the meeting and minutes on Group Office 365 files. This meeting's agenda is shaped to facilitate the development and definition of the officers' roles.

Amanda will be the primary contact for all communication and correspondence. Any questions, inquiries or concerns should be emailed to Amanda for the cluster leadership team. aewhitworth@plymouth.edu

AW: The officers are working on a solution on how to cover Phil's position as BGT & IT officer and the vacant personnel position through the fall semester.

MK is Provost Council A&T representative and he will be included in all discussions to keep communication channels open between officers, cluster leaders and council.

SC Role for curriculum and student engagement position: Questions around each of the bullet points listed duties. Need to figure out holes with feedback from all of you.

Act as A&T Scheduling Liaison

What does this look like? Needs to be consistent across disciplines meaning who is responsible for what.

PM See this role as the person who sorts through courses across discipline. This person interviews discipline coordinator and asks what are you doing that is interesting to others in cluster, and then facilitate ability to collaborate.

MS: Preference – I want to be involved in room selection as discipline coordinator. Breakdown in her area in communication around scheduling. Items falling through the cracks during transition into clusters. Wants clear direction of process and her role in scheduling.

KK: What will admin's role be? What is the impact of the change in supervision of admin support to Tracy?

NN & KS: No change in duties and functions of admin.

KK English Faculty would like to have their preferred times to teach still considered. Also what is the scheduling impact of knowing which course should not be offered at same time as another. (historical/logistics) Would prefer officer to do all of this. Sees this as admin level not academic level.

AW: Also need to consider TL preference forms. Collection, understanding for scheduling purposes. Consider timing and who reviews?

SC: If planning needs to happen earlier, will that push things forward for admin asst for entering schedules?

NN: No. Only have a window of time to enter schedules based on Registrar's timeline.

NS: Consider making a 2 year schedule and forecasting out to simplify process, knowing it will change and be flexible.

Most important consideration needs to be what is in the best interest of students and that should be main focus of scheduling.

MK: If we schedule that far out, consider collaboration, projects we will need to be nimble and shift.

PM: May find a time each week that we have as a flexible timeslot to work on projects.

MK: Idea of two courses from two disciplines, combining into one meeting day/time.

SC: Cluster Courses, will have cluster time built into schedule.

Asked how many disciplines adopted block scheduling for fall?

CMS No

MTD Mixed

Philosophy No

Art Yes

English & History Yes

SP: Space scheduling at program level is important due to specialized spacing needs.

NS: Admin assistants know this and why it is important they are involved.

Art Area Coordinators have been set up who will take part the chair duties. This structure document would be good to provide ideas for moving forward to discipline coordinators ex: English.

Discipline Coordinators need some solid definitions and what they have for duties.

Cluster based courses then would involve Scott.

2. a. Bullet 2 Curriculum collaboration

SC: Cluster major or minor created? Thoughts on this?

NS: A&T Major- Seeing that it is no longer in the best interest of students to just learn ceramics.

Maybe start with an upper level and capstone courses?

KK: Look at URI document for ideas on these courses from each discipline.

Contemplative Course included course time and lab

Combine critical & creative approach with contemplative.

1 Cr A&T Toolkit Lab?

AW: Find shared language and find bridges to work across disciplines.

TL: We need to do a lot of what KK suggested and stop teaching courses the same way. Break out of our silos and open up and discover the possibilities of collaboration. Scott will be great at facilitating this.

Suggest Think Tank times each week to just share ideas on ways to collaborate with other disciplines.

SP: Set aside intra-cluster and external cluster times in schedule to collaborate.

Other clusters may not have same structure and this could cause scheduling issue.

MK: A&T is the most structured of all of the clusters and they are looking at us for ideas.

PM Clinical & Performing Arts example: All want it to happen and its working. We are finding the time in schedules.

AW: Need to be willing to be flexible. Can't cement the syllabus, stay fluid.

MS: Need to show that it has real value for all to be involved.

Agree this is what we need to do, however cluster major gives me pause. Each of us in a discipline need to build all of the support behind it. This is a huge responsibility to provide strong foundation in the major. Program stay accredited, etc.

SP: If Phil was here he would use Interdisciplinary Studies major as a good example of how this could work as an A&T major with support.

MS: There is support at national and international level for IS but am cautious that we not replace cluster major with discipline majors. Some programs won't recognize it and it would be a detriment to students.

MK: Like the idea of modeling after IS. Courses with A&T prefix it would grow and effect major in discipline. Would like A&T courses to be components of discipline majors.

SP: Would like to these summer abstract discussions and implement in fall. Having trouble reading with URI combined report. How to create A&T courses with connections across discipline. Look at big picture should be step 1.

SC: Looking at URI documents now and culling for cluster specifics. Created academic catalog for just A&T cluster disciplines. Overwhelming project, but need to look at all cluster ideas and decide on the best ideas to move forward with first.

2. a. Bullet 3 Coordinate discussions (students & curriculum):

Create student formal "play dates" Regularly scheduled experience that takes us outside of discipline.

SK: Need to involve students in curriculum discussions. Had 20 in a focus group recently and received lots of great ideas.

MS: Idea, less formal. Bus funded NYC trip with faculty from different disciplines. Project idea generation. Do one or two activities with faculty and students to come up with ideas for projects. Use Boston & NYC, right in our backyard. Get faculty together anywhere and it just happens. Find fun ways to gather.

PM: Lots of ideas some rise to top others can become a spring board for ideas later.

SP: Feels like extra over the workload. Others might not take time. What would next step after ideas are generated? A form to complete?

MK: Software Cluster Connect would take it from idea generation. Need to get folks engaged. Tool lets us have group discussions with weekly transcripts and more.

NS: Everyone's time is maxed. We need to talk about credits and how to use the time.

3 credits in class and 1 project

AW: Create time. We are at an impasse. Inload and create goals through end of year work plan process. Talk about engagement in cluster. We need to have the time to incubate ideas as we move forward.

SC: Impact on student time could be considerable. Need to have credit associated with it to have them invested in process.

PM: Need to make part of culture.

AW: Leveraging support from orgs/clubs for think tank time. Extension of discipline specific preferences.

TL: Pilot- embedded in course the cluster work to have student involvement.

SC: Cluster based course

AW: Lots of preplanning and flexibility required.

MK: What about two instructors for cluster course?

AW: Consider this would effect non-tenured track faculty negatively. Smaller specialty programs would be impacted due to course load.

KK: Faculty teaching four separate courses. 3 credit course with 1 credit incubator lab. Instructors chose each other. Value for all with flexibility key. Model worked.

KK: Caution what we are asking of student orgs. Student Senate may be good place to start. Workload not always about number of credits taught. For me it is more about number of students I am working with and getting to know.

MK: Teaching new course vs established course, which is more work?

KK: Feel energized by new courses that don't always get from established.

MS: Flexibility- workloads

Another model: First Year Seminar- 2 courses 3 credits taught same time across hall. Collaborated and taught as one course all together.

TL Important to empower students vs mentor/facilitator.

Model: Give students opportunity to learn about their creativity. Focus on challenges and come together to solve and then unpack process. Move away from need to earn an A vs learning about their abilities to creatively solve problems collaboratively.

AW: Opportunities for grad students to connect with UG students in course/cluster projects.

TL: Yes, doing so currently and its working great.

What about scheduling alternatives? Intensive weekend courses

SP: Personnel Officer topic: Untenured faculty workplans all look really different. How is Personnel going to put in a place that weights different types of engagement equally?

TL: Non-tenure track faculty need to be supported and mentored. P&T how will this work?

MK: Need to provide a structure to Provost Council-Need a layer between P&T committee and Provost.

Matt and Amanda will meet to work on solutions?

3. a. Bullet 1 Convene and facilitate cluster meetings

SP: Ask that we schedule regular meetings and meetings are goal driven.

Discussion ensued about whether discipline meetings will be held in fall and when. Amanda collected draft info knowing changes may occur after summer retreats. New Provost may change way meetings are held across academics.

Cluster Leadership Team need regular scheduled meetings.

3. a. Bullet 2

General Communication, Protocol

Amanda & Nick will communicate only through the A&T Office 365 Group. Will also link all documents in Group folder. The officers will be trained of on Office 365 Teams next week to use for projects the officers are working on etc. for now.

Streamline process is goal.

AW: The number of times you want us to communicate? For now: as necessary weekly, more if hot topic.

Etiquette: If you respond, think before you hit reply all.

Sign into Office 365 and Like the email with the meeting date/time so we can use it as a roll call.

All concerns, inquiries etc, should be addressed to Amanda.

Starting with the academic year, we will have to student A&T cluster representatives joining us. Both were elected by the Student Senate. Officers will develop roles of student reps and will let us know when finished. Goal is to empower students and to listen to what they bring to the table.

NS: Varied understanding across student population about cluster projects. This will help connect the students.

KK: How will we receive updates from the Provost Council?

MK: Will filter through Amanda as communication coordinator. At this point developing roles and finding out what will work well.

TL: Time /Accountability course/credits

Cluster projects should be embedded in course. Pilot having registrar mark courses that have a requirement to be part of a cluster project.

SC: Curriculum committee created labels that could be used. The problem is when you offer three sections of same course and only one section is part of the cluster.

AW: Every project is taking more time than anticipated.

KK: Cultivate a humane manner by starting small and manageable.

AW: Risks - How do we consider risk inside of classroom

Discussion ensued regarding meaning of failure- freedom to fail and take risks.

CoBA is using universal design in courses that embeds failure into curriculum.

This is tricky in accredited programs.

MK: Uses no risk taken, you don't earn an A

3. a. 3rd bullet: Projects

What projects are currently under way?

KK: Use URI and Scott's work to gather an inventory.

SC: Wishes we got full report and not the modified URI report from Deans. It is missing information originally submitted.

NS: Please share with Nick and Amanda anything that falls within these bullet points. Upcoming or thinking about partnerships internal and external.

AW: Will email out a question to all to gather info including faculty research interests.

KK, & MK will send Scott the original submission of URI report.

MK: Will set up a time to walk everyone through Cluster Connect and it is power as a tool. How it will help.

MS: Do we have a historian for the cluster?

AW: Yes, Annette Holba working with archiving cluster project.

SC Asked those who wrote thoughts on agenda hand out to submit them to him.

Meeting adjourned.